The background is a complex, layered composition. At the top, there's a warm, orange-toned sky with soft clouds. Below this, a modern building with a grid-like facade is visible, though slightly blurred. The lower half of the image features silhouettes of four people in business attire standing on a circular platform that resembles a globe. One person is pointing towards the left. The overall aesthetic is professional and academic, with a focus on learning and technology.

Handbook Postgraduate Diploma in Teaching and Learning

Table of Contents

INTRODUCTION.....	4
GOALS OF THE POSTGRADUATE PROGRAMME.....	6
THE OBJECTIVES.....	6
THE CURRICULUM.....	7
ELIGIBILITY.....	7
GRADUATION REQUIREMENTS.....	8
GRADING SYSTEM.....	8
QUALITY ASSURANCE.....	9
PROGRAMME MANAGEMENT.....	9
PROGRAMME OFFERING.....	9
WHAT THE ALUMNI SAID.....	10
APPENDIX 1: Course Outlines.....	16
APPENDIX 2: Board of Studies.....	47
APPENDIX 3: Programme Management.....	48

First edition 2009
Second edition 2011

VISION AND MISSION OF UNIMAS

Vision

To become an exemplary university of internationally acknowledged stature and a scholarly institution of choice for both students and academics through the pursuit of excellence in teaching, research and scholarship

Mission

To generate, disseminate and apply knowledge strategically and innovatively to enhance the quality of the nation's culture and prosperity of its people

INTRODUCTION

“Contemporary and Forward Looking” – a phrase which is almost synonymous with UNIMAS today, is a strategy the university infuses into all of its initiatives, projects and plans, be it in research, teaching, administration or consultancy. UNIMAS was established based on the core principles of Malaysia’s strategic Vision 2020, which calls for effective alignment of education with the current demands for a globalised market. In line with the Vision 2020 initiative, the UNIMAS vision states that it aims:

“to become an exemplary university of internationally acknowledged stature and a scholarly institution of choice for both students and academics through the pursuit of excellence in teaching, research and scholarship.”

At the beginning of its establishment, UNIMAS have had to hire many young graduates to put together eight faculties and various centres and institutes in the new university. The more experienced faculty members were sought from other universities within Malaysia and abroad, each bringing their own bag of expertise and experience to the new campus in Kota Samarahan. Although teaching and learning is one of the core businesses in any university, it is widely known that, unlike school teachers, university academics are not normally trained to teach. Yet, because teaching is one of the core businesses of a university, it must align its mission with the objective of developing quality human resource (Zawawi Ismail, 1996).

As the academic community at the university grew, and the student population increased each year, the university realised the immense importance of addressing the quality of teaching-learning, especially when UNIMAS aims to be the regional educational hub of choice for students and scholars in the region. The university acknowledged the necessity to put in place a mechanism to train lecturers the basics of teaching at Higher Education, to ensure effective learning and the achievement of learning outcomes, as part of the contribution to a quality education at the university.

Training academics to teach was a novel initiative back in 2003, when the first cohort of the Postgraduate Diploma programme started their studies. No other universities in Malaysia were offering a post-graduate level certification for training their academic staff specifically on Teaching & Learning at Higher Education. The goal was to continuously upgrade and increase the quality of instruction among UNIMAS lecturers, the programme is expected to constantly open dialogues about teaching and learning, and consequently UNIMAS will be in a better position to increase its reputation as an institution of choice in Sarawak, and ultimately in the region. It is also the academic community who will collectively be more inclined toward improving the delivery of learning and skills in their courses.

The Postgraduate Diploma in Teaching and Learning programme has successfully produced 233 graduates since it started in 2003 (as of December 2010).

Graduates Statistic

Faculty	Column 1 2008	Column 2 2009	Column 3 2010	Column 4 2011	Column 5 2012	Column 6 2013	Column 7 2014	Total
FMHS	0	4	10	1	4	8	8	35
FCSHD	3	2	4	11	1	1	4	26
FENG	5	5	6	7	4	6	6	39
FEB	4	7	4	3	2	0	3	23
FRST	6	6	5	3	0	4	3	27
FSS	1	0	1	2	3	0	2	9
FACA	3	0	1	11	0	5	1	21
FCSIT	0	4	6	11	8	2	4	35
CLS	0	2	1	7	2	2	4	18
Total	26	30	38	56	24	28	33	215

In February 2011, it is decided that the programme will apply for formal accreditation from the Malaysian Quality Agency, so the post-graduate diploma will be recognized locally and internationally.

GOALS OF THE POSTGRADUATE PROGRAMME

The Postgraduate Diploma in Teaching and Learning programme is designed as a university-wide strategy to enable the development of competencies, knowledge and skills among UNIMAS academics, so they are equipped to demonstrate excellence in teaching at Higher Education.

THE OBJECTIVES

The objectives of the Postgraduate Diploma in Teaching and Learning programme are to:

- train UNIMAS academics in teaching and learning on a systematic and formal basis to enhance their personal competence as university educators;
- establish a long term commitment toward teaching and learning that is consistent with UNIMAS teaching and learning policies; and
- develop a culture of collaborative academic environment that places special commitment to excellence in teaching and learning.

THE CURRICULUM

The curriculum for the programme is a combination of coursework and practicum. Currently, there are eight courses in this programme:

Course 1: Teaching and Learning in Higher Education

Course 2: Curriculum and Instructional Design

Course 3: Principles in Teaching and Learning

Course 4: Management of Teaching and Learning

Course 5: Student–Centred Learning

Course 6: Technology for Teaching and Learning

Course 7: Assessment of Learning

Course 8: Teaching Practice

Participants are required to successfully complete the first three courses before they are eligible to enrol into the following four taught courses. Participants are required to successfully complete all seven taught courses before they are eligible to enrol into the final course – Teaching Practice.

Each of the eight courses carries 4 credits, contributing to a total of 32 credits for the whole programme. The course synopses and outlines are included in Appendix 1.

ELIGIBILITY

This programme is open to all lecturers at UNIMAS who are interested to enhance their knowledge, competence, and skills as university educators. As a formal training programme, the University Senate at its 55th meeting on the 30th April 2003 had decided that this programme was to be made compulsory for all lecturers who are appointed after 30th April 2003.

GRADUATION REQUIREMENTS

The participants should meet the following minimum requirements for graduation with a Postgraduate Diploma in Teaching and Learning recognized internally by UNIMAS. These requirements are as follows:

- i. Satisfactory attendance record for all the seven taught modules (minimum 80% attendance to be eligible to sit for the final examination). Participants are required to attend all supervised learning activities.
- ii. Cumulative Grade Point Average (CGPA) of not less than 2.5.
- iii. Successfully complete and pass the Teaching Practice course.
- iv. All courses must be completed successfully within three academic years.

GRADING SYSTEM

The grading system that is used in this programme is as in Table 1 below.

Table 1: Grading System for the Postgraduate Diploma in Teaching and Learning

Status	Grade	Range of Marks (%)	Grade Point Average
Distinction	A	80 – 100	4.00
Distinction	A-	75 – 79	3.67
Credit	B+	70 – 74	3.33
Credit	B	65 – 69	3.00
Credit	B-	60 – 64	2.67
Fail	C+	55 – 59	2.33
Fail	C	50 – 54	2.00
Fail	C-	45 – 49	1.67
Fail	D	40 – 44	1.33
Fail	F	0 – 39	0.00

Participants must achieve a score of 2.5 (CGPA) to graduate

QUALITY ASSURANCE

A Board of Studies (BOS) is established to plan and monitor the academic curriculum, course delivery and quality assurance of the programme. The BOS is chaired by the Deputy Vice Chancellor (Academic & International) and the members comprise the Dean of CALM, Deputy Dean of CALM, Professors and Senior Lecturers from other faculties and centre, as shown in Appendix 2.

The programme adheres strictly to and meets all the requirements of the UNIMAS Postgraduate Study Rules and Regulations in which quality assurance elements are intrinsically instituted.

Highly qualified and experienced teaching staff from within and outside UNIMAS are involved in the delivery of the programme.

By 2012, it is expected that the programme will be accredited officially by the Malaysian Quality Assurance Agency, and that the diploma will be recognised locally and internationally.

PROGRAMME MANAGEMENT

The programme is managed by CALM through the Programme Study Committee, who is responsible to the Deputy Vice Chancellor (Academic & International). The management structure is presented in Appendix 3.

PROGRAMME OFFERING

The programme is offered once a year on a staggered basis. It normally commences in April/May, and it ends in the month April of the following year.

WHAT THE ALUMNI SAID

One of the greatest rewards in teaching is to receive positive and encouraging feedback from those who have completed their studies. Below is a selection of reflections recorded from graduates of the first seven cohorts of the Postgraduate Diploma programme, between the years 2003 and 2010.



Dr Wong Swee Kiong
Faculty of Social Sciences

"It's indeed a very good training for us as academicians. It helps me to become a better and more effective lecturer in UNIMAS."



Nor Mazlina Ghazali
Faculty of Cognitive Science and Human
Development

"It helped me improve my teaching – [for instance] using technology such as Web 2.0 in which I learn[ed] how to diversify the teaching and learning methods to ensure students receive information and acquire skills more effectively."



Salawati Sahari
Faculty of Economic and Business

"PGDip exposed me to different experiences that lecturers faced in teaching especially when interacting with internal and external customers. In the course, teaching was explained as a systematic approach where it should be aligned with students' development (i.e. psychomotor, cognitive and affective [domains]). Additionally, the course enhanced my love in teaching and education."



Rokiah bt Paee
Centre for Language Studies

"Even though I have been in the education field for some time, I have learned a lot of new things from this programme. Apart from providing me [the] time and opportunity to self-assess my knowledge and practice[s] in teaching and learning, it also assists me to be[come] a better teacher and a better learner."



Kuryati bt Kipli
Faculty of Engineering

"As a young lecturer, the programme has helped me become a better lecturer through exposure to effective delivery, varying techniques, understanding my audience (students) as well as exposure to appropriate applications of learning theories at university level. [The topics on] Instructional Design and Counseling have opened my mind [about becoming] a good supervisor and a good mentor. Also, the [module] on Assessment for Learning helped [me] in test design through reliability and item analysis. I believe PGDip has brought a lot of benefits to all teaching staff in UNIMAS."



Mohamad Imran bin Hj Bandan
Faculty of Computer Science and Information
Technology

"I suggest the upcoming batch should also include senior lecturers (not only young lecturers) because the information and knowledge presented are very useful not only for young lecturers but for every academician at the university."



Dr Lesley Maurice Bilung

Faculty of Resource Science and Technology

"My learning and teaching in UNIMAS have been greatly enhanced and transformed as a result of joining the PGDip programme. Thank you to all staff and instructors of the programme."

An evaluation that was conducted after the first offering of the Postgraduate Diploma in Teaching-Learning programme at UNIMAS revealed many interesting insights into the technicalities of running a complex human resource development programme in an academic setting. At the university, where all academics are expected to perform their roles effectively as educators, the findings of this evaluation illustrated how the academics at the university significantly shifted their perceptions about their knowledge of teaching skills upon completion of the study programme. At the end of the study programme, they were also able to provide constructive feedback about the quality of the curriculum and instruction of the programme, and they were also able to use the learning theories taught in the modules to substantiate their opinions about aspects of the study programme. The feedback accumulated from the first cohort has made an impact on the way the programme is managed in the consequent offering.

From a research-oriented perspective on the programme, the outcome of a university-funded research (Norazila Abdul Aziz et al, 2010) which investigated the impact of the programme on the quality of instruction at UNIMAS, found that:

- a) Participants reported that their instructional approaches have gradually shifted to become more student-centred after they attended the programme. The feedback came from both hard and soft science disciplines.
- b) Participants from the hard disciplines reported a lower level use of student-focused instructional approaches, compared to those from the soft disciplines. The outcome may have been attributed to the nature of the disciplines, as the soft disciplines tended to use student-oriented tasks such as small-group discussions, reflective journals, collaborative group projects and so forth.

The research outcome provided an understanding of how the postgraduate diploma programme affected the university educators after they completed the training. The gradual change in becoming more conscious and responsive to the needs of students and creating effective learning experiences is an important marker that UNIMAS educators are maturing and progressing positively with the university's omnipresent aspirations to become "contemporary and forward-looking" in the aspects of Teaching & Learning in Higher Education.

CONCLUSION

UNIMAS like all other public institutions of higher learning in Malaysia has an array of short courses designed as part of its staff development programme. To go beyond the norms, UNIMAS is putting an extra emphasis in ensuring quality university education by incorporating new approaches and utilizing state-of-the-art technologies in teaching and learning. This is in line with the requirements for all public universities in Malaysia to install quality assurance mechanisms into their academic programmes.

It is hoped that similar training programmes like this Postgraduate Diploma in Teaching-Learning programme will be created and offered by other local universities to help academics to continuously improve their teaching skills. Only serious efforts such as this will enable the academics to remain relevant, and eventually propel the universities to achieve an outstanding status in teaching excellence at Higher Education in Malaysia and in the region.

TEACHING AND LEARNING IN HIGHER EDUCATION

COURSE CODE CLM5014

CREDIT 4

PREREQUISITE/S N/A

SYNOPSIS

This course introduces some core conceptual ideas underlying university teaching. The major concepts which are the focus of this course are frameworks of teaching-learning process, concepts of university education, understanding characteristics of university educators, competencies of university teachers, good teaching practices. The development of a personal philosophy of teaching is also discussed.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Internalize values of university/higher education
- Discuss and analyse teaching practices to meet diverse needs of university students
- Evaluate commonly held assumptions about teaching at higher education
- Incorporate concept of academic quality assurance in the scholarship of teaching

STUDENT LEARNING HOURS

Lectures	46 Hour/s
Student-Centered Learning	8 Hour/s
Self-Study	100 Hour/s
Quizzes, Tests, & Examinations	6 Hour/s
Total	160 Hour/s

LEARNING UNITS

1. Concept of University Education
 - national education philosophy and HEIs in Malaysia
 - balancing needs of stakeholders
 - national priorities and global relevance
 - life-long learning
2. Academic Quality Assurance
 - issues and challenges of academic quality
3. Teaching as a profession
 - commonly held assumptions about teaching
 - professional characteristics of university teachers
 - competencies of university teachers
 - personal philosophy of teaching
4. Scholarship of Teaching and Learning
 - integrating research and teaching
 - documenting and reporting research on teaching
5. Understanding University Diversity
 - recognizing students academic background
 - socio-cultural differences and the learning environment
 - international students and special needs

ASSESSMENT

Quiz	10 %
Assignment	20 %
Presentation	15 %
Reflective Report	15 %
Final Exam	40 %
Total	100 %

REFERENCES

1. Ayers, W (2001). To Teach: The Journey of a teacher. New York, NY: Teachers College, Columbia University
2. Ministry of Education. (2002). Kod Amalan Jaminan Kualiti IPTA di Malaysia. Bahagian Jaminan Kualiti Jabatan Pendidikan Tinggi.
3. Moore, A. (2001). Teaching and Learning: Pedagogy, curriculum, and culture. New York, NY: Routledge Falmer.
4. Newton, D. P. (2000). Teaching for Understanding: What it is and how to do it. London: Falmer Press.

CURRICULUM AND INSTRUCTIONAL DESIGN

COURSE CODE CLM5024

CREDIT 4

PREREQUISITE/S CLM5014 Teaching and Learning in Higher
Education

SYNOPSIS This course features the principles and processes of curriculum and instructional design. Various curriculum foundations and principles underlying the design of effective instruction are also explored. Identification of learning needs, translation of those needs into instructional objectives, selection of instructional activities and resources to facilitate achievement of learning outcomes are among the topics included in this course. Aspects of curriculum alignment, curriculum evaluation, and emerging trends in the design of learning environments are also discussed.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Apply principles and process of curriculum and instructional design when designing a program of study and an instructional module for specific learner groups.
- Justify values and beliefs underlying

curricular and instructional decisions made when designing a program of study and an instructional module for specific learner groups.

- Write, present and evaluate curriculum proposals for new programmes based on the requirements of the MQA framework and the guidelines of the Ministry of Higher Education.
- Demonstrate understanding of ethical issues when designing a program of study and an instructional module for specific learner groups.

STUDENT LEARNING HOURS

Lectures	28 Hour/s
Student-Centered Learning	28 Hour/s
Self-Study	98 Hour/s
Quizzes, Tests, & Examinations	6 Hour/s
Total	160 Hour/s

LEARNING UNITS

1. The Curriculum Field & Its Foundations
 - Curriculum Approaches
 - Types of Curriculum
 - Relationship between Curriculum & Instruction
2. Principles of Curriculum: Design and Development
 - Sources of Curriculum Design
 - Design Considerations
 - Design Types

3. Curriculum Proposal Process
 - Outcome-Based Education (OBE)
 - MQA Framework
 - MOHE Guidelines
4. Principles of Curriculum: Curriculum Evaluation
 - Curriculum Alignment
 - Planning Program Evaluation
5. Instructional Design Process 1
 - Learning Characteristics & Needs of Learners
 - Analysis of Learning Contexts
 - Instructional Objectives & Contents Selection
6. Instructional Design Process 2
 - Design of Instructional activities
 - Design of Assessment Plan
7. Design of Learning Environments
 - Emergence of Innovative Learning Environments
 - Physical & Virtual learning Spaces

ASSESSMENT

Curriculum Proposal Document & Presentation	30 %
Presentation of Instructional Design	30 %
Final Exam	40 %
Total	100 %

REFERENCES

1. Biggs, J. (2003). *Teaching for Quality Learning at University*. Philadelphia, Pa.: Society for Research into Higher Education : Open University Press.
2. Eisner, E.W. (2001). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Prentice Hall.
3. Kementerian Pengajian Tinggi. (2010). *Garis Panduan Penulisan Program Akademik*. Penerbit UTHM.
4. Malaysian Qualifications Agency. (2008). *Code of Practice for Program Accreditation*. Petaling Jaya: Agensi Kelayakan Malaysia (MQA).
5. Malaysian Qualifications Agency. (2009). *Code of Practice for Institutional Audit* (2nd ed). Petaling Jaya: Malaysian Qualifications Agency, (MQA).
6. Ornstein, A.C. & Hunkins, F.P. (2009). *Curriculum: Foundations, Principles and Issues* (5th ed.). New York: Allyn & Bacon.
7. Popham, W.J. (2009). *Instruction that Measure Up: Successful Teaching in the Age of Accountability*. Alexandria, Va.: ASCD Association for Supervision and Curriculum Development.
8. Worthen, B. R., Sanders, J.R., & Fitzpatrick, J.L.(1997). *Program Evaluation: Alternative Approaches & Practical Guidelines*. New York: Longman.

PRINCIPLES OF TEACHING AND LEARNING

COURSE CODE CLM5034

CREDIT 4

PREREQUISITE/S CLM5014 Teaching and Learning in Higher Education

CLM5024 Curriculum & Instructional Design

SYNOPSIS

This course presents the fundamental aspects of teaching and learning. It covers topics on role expectations of educators today, behavioural, social and psychological changes of today's students, the processes of knowledge acquisition, and other related issues in teaching and learning. The course discusses elements of effective teaching, including personal qualities, knowledge base and repertoire of a quality educator, in view of current developments and demands in higher education.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Compare and contrast learning theories that underlie instructional decisions to achieve teaching and learning objectives
- Explain values of various learning styles and learner competencies
- Construct learning materials based on application of knowledge on principles of

- teaching and learning for higher education
- Justify decisions on plausible instructional strategies based on learning theories discussed

STUDENT LEARNING HOURS

Lectures	56 Hour/s
Student-Centered Learning	7 Hour/s
Self-Study	93 Hour/s
Quizzes, Tests, & Examinations	4 Hour/s
Total	160 Hour/s

LEARNING UNITS

1. The Art and Science of Teaching
 - What is Teaching and Learning
 - Good vs. Bad Teaching
 - Beliefs and Principles about Teaching
 - Ideal Teaching Outcomes
 - Purposeful Teaching in Higher Education
2. Qualities of an Effective Educator
 - Challenges and Issues in Teaching within a Changing Society
 - Models of Teacher Development

3. Theories of Teaching & Learning

- Behaviorist
- Cognitivist
- Humanist

4. Teaching Models

- Pierce and Lorber Logical Teaching Model
- Taba Model of Teaching
- Sim Model of Teaching
- Dale's Cone of Learning Experience

5. Cognition and Learning

- Understanding Human Cognition
- Relationships between Cognition and Learning
- Capitalising Notions about Cognition and Learning

6. The Concept of Thinking

- Convergent vs Divergent Thinking
- Inductive vs Deductive Thinking
- Creative & Critical Thinking
- Engaging learners in Higher Order Thinking

7. Presenting and Explaining Instructional Content

- Theoretical and Empirical foundations
- Planning and Conducting Presentation lessons
- Managing Learning Environments
- Managing Assessment and Evaluation

8. Reflective Practitioners

- Characteristics of Reflective Practitioners
- Benefits and Drawbacks of being Reflective Practitioners
- Developing and Nurturing Reflective abilities and practices

ASSESSMENT

Assignment 1	20 %
Assignment 2	20 %
Group Project	20 %
Final Exam	40 %
Total	100 %

REFERENCES

1. Arends, R.I. (2004). Learning To Teach. 6th Edition. McGraw-Hill: New York.
2. Bigge, M.L. (1976). Learning Theories for Teachers. Harper & Row Publishers Inc.: New York.
3. Burden, P.R. and Byrd, D.M. (2003) Methods for Effective Teaching. Pearson Education: Boston.
4. Cruickshank, D.R., Jenkins, D.B. and Metcalf, K.K. (2003). The Act of Teaching. 3rd Edition. McGraw-Hill: New York.
5. Gagne, R.M. (1985). The Conditions of Learning And Theory of Instruction. 4th Edition. Holt, Rinehart and Winston, Inc: New York.

MANAGEMENT OF TEACHING AND LEARNING

COURSE CODE CLM5044

CREDIT 4

PREREQUISITE/S CLM5014 Teaching and Learning at Higher Education

CLM5024 Curriculum and Instructional Design

CLM5034 Principles of Teaching and Learning

SYNOPSIS

This course enhances understanding on management of teaching and learning process that will contribute to effective learning. It discusses the various methods and approaches of managing teaching and learning activities in order to enhance effectiveness of the learning experience, particularly at Higher Education. The major topics covered are classroom management, motivating students, mentoring and counselling, student supervision, and evaluation of teaching and learning towards continuous professional development.

LEARNING OUTCOMES

- By the end of this course, students will be able to:
- Distinguish factors influencing effective management of teaching and learning in higher education
 - Identify, analyse and display effective

classroom management practices.

- Identify, select and decide on appropriate methods and techniques that motivate learners at higher education level
- Demonstrate effective use of communication skills in mentoring, counseling and student supervision.

STUDENT LEARNING HOURS

Lectures	36 Hour/s
Tutorials	7 Hour/s
Student-Centered Learning	14 Hour/s
Self-Study	98 Hour/s
Quizzes, Tests, & Examinations	5 Hour/s
Total	160 Hour/s

LEARNING UNITS

1. Introduction to Management of Teaching and Learning at Higher Education
2. Current Issues on Management for University Classrooms
3. Principles and Strategies of Motivation
4. Theories and Techniques in Mentoring and Counseling University Students
5. Management of Student Supervision

6. Constructing and Managing Self Evaluation Processes

Developing Personal Continuous Professional Development Plans

ASSESSMENT	Assignment 1 (Individual)	20 %
	Assignment 2 (Group)	30 %
	Group Presentation	10 %
	Final Examination	40 %
	Total	100 %

REFERENCES

1. Ames, R., & Ames, C. (1990). Motivation and effective teaching. In B. F. Jones and L. Idols (eds.), Dimensions of Thinking and Cognitive Instruction. Hillsdale, NJ:Erlbaum.
2. Arend, R. (1997). Classroom Instruction and Management. Boston, MA: McGraw-Hill.
3. Arend, R. (2004) Learning to Teach. 6th Edition, Boston, MA: McGraw-Hill.
4. Cangelosi, J. S. (1999). Classroom management strategies: Gaining and maintaining students' cooperation. John Wiley and Sons.
5. Centra, J. A. (1993). Reflective faculty evaluation: Enhancing teaching and determining faculty effectiveness. San Francisco, CA: Jossey-Bass.

(Pembelajaran Berpusatkan Pelajar)

CREDIT 4

CLM5024 Curriculum and Instructional Design

CLM5034 Principles of Teaching and Learning

SYNOPSIS

This course focuses on the principles of Student-Centered Learning. It provides guidance to participants in planning and conducting student centered activities. The focus will be on inculcating the sense of responsibility for the students themselves to engage in the learning process. As students are more independent in their learning process, participants have greater responsibility in ensuring the quality of the learning outcomes, assessment and evaluation.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Identify, select and discuss appropriate student-centered activities for university classrooms
- Initiate the sense of responsibility for students in their own learning
- Identify, adapt and decide on SCL strategies that will lead to deeper levels of learning for students
- Facilitate and manage student-centered learning activities competently.

STUDENT LEARNING HOURS

Lectures	35 Hour/s
Student-Centered Learning	21 Hour/s
Self-Study	100 Hour/s
Quizzes, Tests, & Examinations	4 Hour/s
Total	160 Hour/s

LEARNING UNITS

1. Introduction to Student-Centered Learning
 - Principles and Definition
 - Types of Student-Centered Learning
 - Benefits for Instructors & Students

2. Case Study
 - Introduction to Case Study
 - Writing Case Study
 - Assessment Methods
3. Problem-Based Learning
 - The past, present & future PBL in UNIMAS
 - Defining Problem-based Learning
 - Trigger Formulation
4. Project Oriented Problem-Based Learning
 - Overview
 - Lab-based
 - Questionnaire-based
5. Variation in SCL
 - Studio
 - Fieldwork
 - Bedside teaching

ASSESSMENT	Assignment 1 (Individual)	10 %
	Assignment 2 (Individual)	15 %
	Assignment 3 (Group)	20 %
	Assignment 4 (Group)	20 %
	Presentation	5 %
	Final Exam	30 %
	Total	100 %

REFERENCES

1. Bender, B.(2003). Student-Centered Learning: A Personal Journal. ECAR Research Bulletin, 11, pp. 1-12.
2. Delisle, R.(1997). How-to Use Problem-Based Learning in the classroom. Association for Supervision & Curriculum Development. Virginia: ASCD Publication.
3. Duch, B.J., Groh,S.E. & Allen, D.E.(2001). The Power of Problem-Based Learning: A Practical “How To”for Teaching Undergraduate Courses in Any Disciplines. Virginia: Stylus Publishing.
4. O’Neil, G. & McMahon, T.(2005). Student-Centered Learning: What Does it Mean for Students and Lecturer?
In O’Neil, G., Moore, S., McMulin, B.(Eds.), Emerging Issues in the Practice of University Learning and Teaching. Dublin: All Ireland Society for Higher Education (AISHE).
5. Schwartz, P., Menin, S., & Webb, G.(2001). (Eds.) Problem-based learning: Case studies, Experience and Practice. London: Kogan Page.

TECHNOLOGY FOR TEACHING AND LEARNING

COURSE CODE CLM5064

CREDIT 4

PREREQUISITE/S CLM1014 Teaching and Learning in Higher
Education

CLM1024 Curriculum and Instructional Design

CLM1034 Principles in Teaching and Learning

SYNOPSIS

This course introduces the technology for teaching and learning its concepts, types and functions in education and training, especially in institutions of higher learning. The course covers the process of utilisation, management and evaluation of technology for teaching and learning. Included in the discussions is the infusion of some of the latest technologies for teaching and learning. Emphasis is given to the process of designing, developing and evaluating teaching-learning materials using multimedia and web-based technologies.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Arrange systematically the use of media and technology for effective teaching-learning for higher education
- Justify the use of appropriate media and technology for different teaching-learning contexts
- Construct a web-based learning environment to complement classroom teaching
- Construct commercialisable web-based learning modules

STUDENT LEARNING HOURS

Lectures	40 Hour/s
Laboratories/Practical	16 Hour/s
Student-Centered Learning	10 Hour/s
Self-Study	90 Hour/s
Quizzes, Tests, & Examinations	4 Hour/s
Total	160 Hour/s

LEARNING UNITS

1. Concept of Technology for Teaching and Learning
 - Basic concepts of technology for teaching and learning
 - Evolution of technology for teaching and learning
2. Types and Functions Technology for Teaching and Learning
 - Digital and non-digital media
 - Display technologies
 - Tips of effective use
3. Systematic Planning for the Effective Use of media 8 and Technology
 - Systematic planning for technology-based teaching and learning
 - Instructional design principles
 - Motivational principles
4. Using Web 2.0 Tools
 - Design of Learning Environments
 - Development of Learning Environments
5. Trends and Issues in Technology and Media
 - Emerging technologies
6. Constructing courses using UNIMAS Online Learning System (Morpheus)
 - Online learning pedagogy
 - Online learning solutions

7. Enriching Students' Online Learning Experience - Morpheus Video-on-Demand

ASSESSMENT	Assignment 1 (Individual)	30 %
	Assignment 2 (Group)	20 %
	Group Project	20 %
	Final Examination	30 %
	Total	100 %

REFERENCES

1. Jonassen, P.H. (2000). Computers as mindtools for schools: Engaging critical thinking. Upper Saddle River, NJ: Prentice Hall.
2. Norton, P., & Sprague, D. (2001). Technology for teaching. Boston, MA: Allyn and Bacon.
3. Roblyer, M. R., Edwards, J. (2000). Integrating educational technology into teaching. Upper Saddle River, NJ: Merrill
4. Smaldino, S.E., Russell, J.D., Heinich, R., & Molenda, M. (2005). Instructional Technology and Media for Learning. New Jersey: Pearson Prentice Hall.

CREDIT 4

CLM5024 Curriculum and Instructional Design

CLM5034 Principles of Teaching and Learning

This course provides an understanding about how assessment is dealt with at higher education level. The aim of this course is to facilitate the process of internalising the importance of assessment, and continuous feedback, as well as the types of assessments instruments, that can be deployed to test learners' learning. This course also discusses characteristics of good assessment, which include the concept of validity and reliability. Practical suggestions for writing multiple-choice objective and essay items, and preparation of course portfolios, case studies, and other types of alternative assessments are also discussed in this course.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Explain the concept of assessment for higher education
- Identify, construct and analyse various assessment instruments to assess and evaluate student performance at higher education
- Determine the reliability and validity of assessment instruments
- Interpret and utilise the assessment results to provide continuous and constructive feedback
- Select, design and construct valid and reliable classroom-based assessment instruments to assess learning at higher education

STUDENT LEARNING HOURS

Lectures	56 Hour/s
Student-Centered Learning	7 Hour/s
Self-Study	93 Hour/s
Quizzes, Tests, & Examinations	4 Hour/s
Total	160 Hour/s

1. Perspective on assessment and evaluation in Higher Education

- Importance of evaluation and assessment
- Key concepts
- Theoretical and empirical support
- Teacher's assessment program
- Norm and criterion-referenced assessment
- The role of objectives in assessment
- Approaches to determining and stating objectives

2. Types of assessments

- Selecting and writing multiple-choice objective test items
- Preparing essay tests
- Preparing and consolidating answer schemes
- Alternative assessments: Developing portfolio assessments, case studies etc.
- Constructing and validating Performance Assessments

3. Characteristics of good assessments

- Reliability
- Concept of reliability
- Types of reliability
- Factor affecting reliability
- Validity
- Concept of validity
- Type of validity

4. Techniques in providing continuous feedback Strategies in developing and delivering constructive Feedback

5. Emerging trends in public debates and ethical issues in assessment for higher education

ASSESSMENT

Assignment 1 (Individual)	30 %
Assignment 2 (Group)	30 %
Reflective Report (Individual)	10 %
Final Exam	30 %
Total	100 %

REFERENCES

1. Black, P. (2003), *Assessment for Learning: Putting it into Practice*. Maidenhead: Open University Press.
2. Brown, S., & Glasner, A. (1999). *Assessment Matters in Higher Education: Choosing and using diverse approaches*. Philadelphia: Open University Press.
3. Jacobs, L., & Chase, C. (1992). *Developing and Using Tests Effectively*. San Francisco, CA: Jossey-Bass.
4. Nitko, A.J. (2003). *Educational Assessment of Students*. Upper Saddle River, NJ: Merrill.
5. Popham, J. W. (2006). *Assessment for Educational Leaders*. Boston: Allyn & Bacon.

TEACHING PRACTICE

COURSE CODE CLM5084

CREDIT 4

PREREQUISITE/S Successful completion of seven previous courses

SYNOPSIS The courses provides participants with the opportunity to apply the knowledge and skills that they have learned from the other courses in the programme in real teaching situations. Particular attention is paid to their teaching plan, instruction skills, classroom management, interactions and feedback, and integration of materials and technology into their teaching. There will be at least four observed events and participants are required to prepare a reflective report for each event.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Develop a complete teaching plan for the lecturer that is going to be taught.
- Discriminate the effectiveness of teaching through self-reflection and peer evaluation
- Organise the physical environment for effective teaching and learning
- Deliver the teaching plan effectively to achieve lecturer objectives

STUDENT LEARNING HOURS

Lectures	10 Hour/s
Student-Centered Learning	35 Hour/s
Self-Study	103 Hour/s
Quizzes, Tests, & Examinations	12 Hour/s
Total	160 Hour/s

LEARNING UNITS

1. Introduction to Macro Teaching
 - Organisation of module - why and how
 - Elements of effective teaching performance - guidelines and samples
 - Reflection on teaching - guidelines and samples
 - Formulating and managing constructive feedback
 - Organisation content feedback
 - Language of constructive feedback
 - Evaluation of Teaching Plans
 - Samples of Effective Teaching Plans
 - Analysing Evaluation Reports
 - Evaluation of Lecture Delivery
 - Samples
 - Discussion of evaluation report
2. Teaching in Actual Classroom Situation
 - Planning (Teaching Plan)
 - Instruction
 - Student-centered learning
 - Integration of materials and technology
 - Classroom management
 - Professionalism

3. Reflection and self-assessment

- Planning
- Instruction
- Student-centered learning
- Integration of materials and technology
- Classroom Management
- Writing reflection reports after observed lectures
- Evaluating peer reflection reports

ASSESSMENT

Teaching Plans (Individual)	14 %
Teaching Delivery (Individual)	35 %
Self-Reflection Report (Individual)	30
%Presentation (Integration of Technology) (Individual)	21 %
Total	100 %

REFERENCES

1. Cohen, L., Manion, L., & Morrison, K. (1996). *A guide to teaching practice*. London: Routledge Falmer.
2. Edwards, J. C., Friedland, J. A., Bing-You, R. (Eds.). (2002). *Residents' teaching skills*. New York: Springer.
3. Fry, H., Ketteridge, S., & Marshall, S. (2009). *A handbook for teaching and learning in higher education: Enhancing academic practice* (3rd ed.). New York: Routledge.
4. Gihaye, T., & Ghaye, K. (1998). *Teaching and learning through critical reflective practice*. London: David Fulton Publishers.
5. Seldin, P., Miller, J. E., & Seldin, C. A. (2010). *The teaching portfolio: A practical guide to improved performance*. San Francisco: Jossey-Bass.

BOARD OF STUDIES (BOS)

Chairman:

Prof. Dr. Fatimah Abang
Deputy Vice Chancellor (Academic & International)

Deputy Chairman:

Assoc. Prof. Dr. Gabriel Tonga Noweg
Dean
Centre for Applied Learning and Multimedia

Members/Coordinators:

Assoc. Prof. Dr. Gabriel Tonga Noweg	Dr Ashley Edward Roy a/l Soosay
Dean	Senior Lecturer
Centre for Applied Learning and Multimedia	Faculty of Medicine and Health Sciences

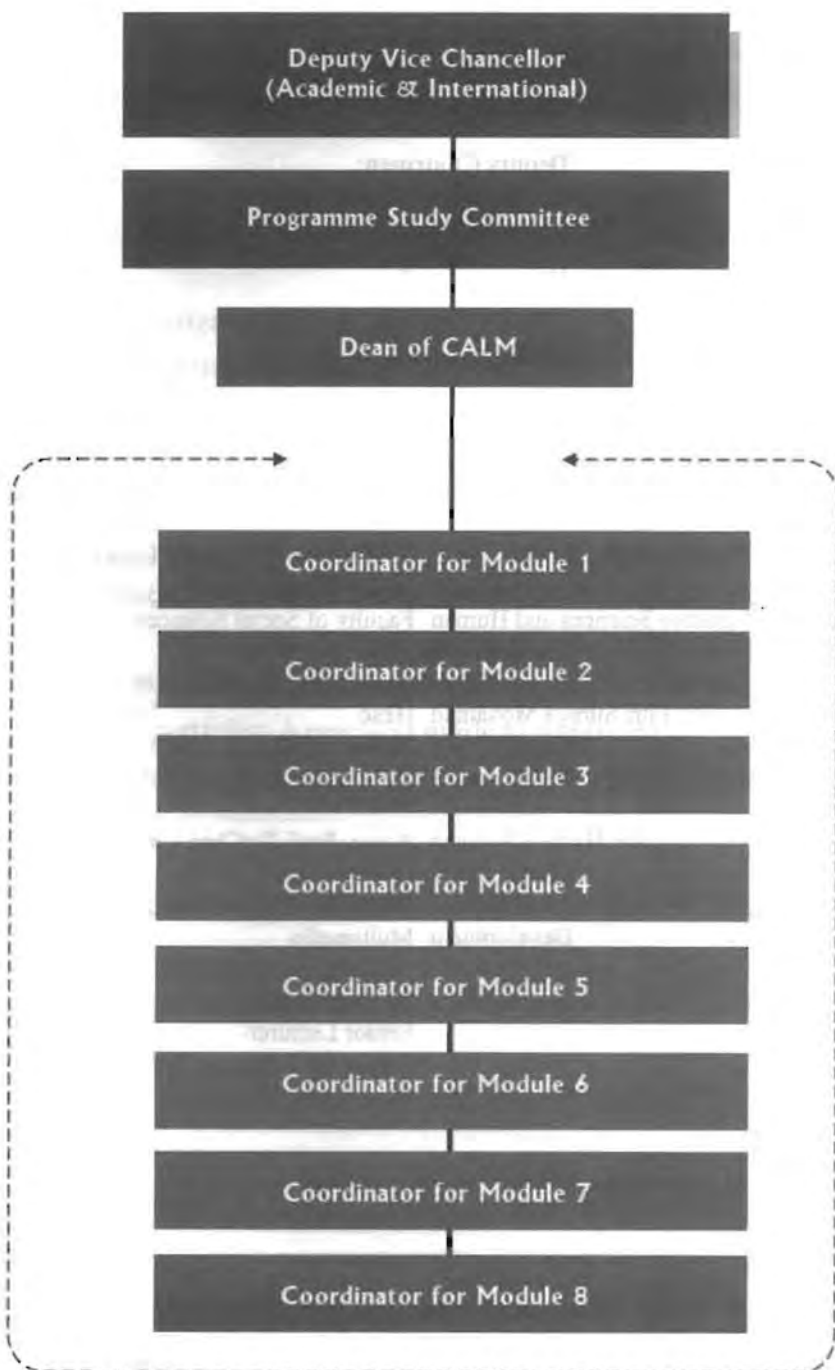
Dr. Norazila Abdul Aziz	Dr Elena Gregoria Chai Chin Fern
Senior Lecturer	Senior Lecturer
Faculty of Cognitive Sciences and Human Development	Faculty of Social Sciences

	Assoc. Prof. Dr. Hong Kian Sam
Dr. Fitri Suraya Mohamad	Head
Deputy Dean	Research Enhancement Unit, Research and Innovation Management Centre
Centre for Applied Learning and Multimedia	

Dr. Hasbee Hj Usop	Assoc. Prof. Dr Chen Chwen Jen
Senior Lecturer	Deputy Dean
Faculty of Cognitive Sciences and Human Development	Centre for Applied Learning and Multimedia

Dr Ting Su Hie
Senior Lecturer
Centre for Language Studies

PROGRAMME MANAGEMENT



*Centre for Applied Learning and Multimedia
Universiti Malaysia Sarawak
94300 Kota Samarahan, Sarawak
Tel: +60 82 583680 Fax: +60 82 583676*

